

**Postsecondary Education Rehabilitation Transition (PERT) Program
FY10 (7/1/2009 – 6/30/2010)**

EXECUTIVE SUMMARY

During FY10, 591 assessments were performed for youth with disabilities through the PERT Program, located on the campus of Woodrow Wilson Rehabilitation Center (WWRC). The services received breakdown into these categories:

488	Initial Evaluations
72	Situational Assessments
31	Transition Academy
591	Total Assessments in FY10

Additional monies provided by the Commissioner of DRS allowed PERT to exceed PERT numbers from last year particularly in the area of Initial Evaluations. The FY10 number of 488 students served surpasses the number served in FY09 by 50 students.

Virginia Performs Standards

PERT has two performance measures listed on Virginia Performs the state performance website. The first measure is “**Number of students enrolled in PERT Initial Evaluation Services.**” The target for this measure is **450**. This measure was exceeded this year. PERT provided **488** Initial Evaluations. The second performance measure is “**Percentage of local school divisions across Virginia that participate in the PERT Program in the reported state fiscal year.**” The target for this measure is **85%**. This measure was exceeded this year. PERT served **93%** of local school divisions across Virginia. School divisions that did not participate included: Accomack, Chesapeake, Craig, Rappahannock, Salem, Scott County, Surry, and Washington County.

Student Demographics

As a whole, students served were predominantly white or black and 16-18 years of age. The mean age for Initial Evaluations was 17. The mean age for Situational Assessments was 18. Transition Academy students are marginally older at a mean age of 18.7. The youngest students served were 15 and the oldest one student that was 22 years old.

The primary disability grouping for youth served was cognitive impairments. This has been true since FY06. The top three primary causes for impairment are Attention–Deficit Hyperactivity Disorder, Autism and Congenital Condition or Birth Injury. The number of PERT students served with Autism has climbed steadily from 30 in FY06 to 60 students in FY10.

	State Fiscal Year admitted									
	2006		2007		2008		2009		2010	
	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
Autism as the primary cause for disability	30	5.7%	32	6.6%	40	8.3%	38	7.7%	60	10.7%

English was the primary language for PERT Initials and Situational Assessments students. Five students reported American Sign Language (ASL) to be their primary language. One student reported Spanish as his/her primary language.



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Services Provided

One hundred and thirty four (134) ancillary evaluations were completed. Ancillaries are additional assessments in a medical area, such as Speech and Audiology, Occupational Therapy (OT), Physical Therapy (PT). Also included this year were Neuro-psychology, Psychology and Brain Injury Services. The majority of ancillary evaluations in FY10 were for OT Evaluations one-hundred and two (102) requested and received. Many other referrals were not made due to the cap on OT Driving Evaluation services in this area. Speech and Audiology had twelve (12) referrals completed and Physical Therapy eleven (11) referrals completed. Neuro-psychology, Psychology and Brain Injury Services completed nine (9) referrals for PERT clients.

Students served through the Initial Evaluation Program were assessed in 24 vocational job families. Up to three outcomes were recorded for each student in FY10. Some students did receive more than three recommendations so there is a limit on the current data collection system that needs to be addressed. One thousand, four hundred and sixty-six (1,466) recommendations were recorded for the 488 PERT students that went through the Initial Evaluation Program. Non-competitive employment (sheltered employment) recommendations that were higher in FY09 (12.7%) declined to (2.7%) in FY10. This decrease in non-competitive employment recommendations could be due to the opening of Order of Selection criteria or many other factors. Eighteen percent (18%) received a recommendation for training. Eleven percent (11%) received a recommendation for on the job training. Nineteen percent (19%) received a recommendation for trial in training. Supported employment recommendations were thirteen percent (13%). Students were not recommended in fifteen percent (15%) of the evaluations.

PERT Program Satisfaction

Program satisfaction information was gathered at the PERT Advisory Council (PAC) meetings. The PERT Advisory Council is an interdisciplinary group of stake holders composed of former PERT students, parents, Field Rehabilitation Services staff and local educational area transition staff from all over the state of Virginia.

Ms. Kristina DeSantis, Fairfax Vocational Rehabilitation Councilor was the PERT Advisory Council Chairperson for FY10. In partnership with the PERT Director and PERT Field Services Supervisor, Ms. DeSantis has continued to utilize a framework of a three meeting cycle that has made PAC a revitalized advisory body. The PAC committee now discusses areas that PERT should improve in the first meeting of the year. It formulates solutions to perceived issues in the second meeting of the year. PAC presents issues and solutions in the third meeting of the year to a larger audience at the Transition Forum. PAC monitors progress made by receiving reports from the PERT Director at the beginning of the next cycle relative to each initiative. PAC met October 16th, 2009, January 26th, 2010, and at the Virginia Transition Forum on March 15th, 2010.

Under the leadership of Ms. DeSantis, PAC suggested improvements to: preparation of PERT students for the use of on-line applications and pre-employment tests, suggested improvements in evaluations reports and suggested improvements in evaluation and counseling guidance processes.

Satisfaction information was also gathered through PERT and Center student exit interviews, report implementation meetings held in the student's community, and surveys that accompany the student's summary completion report.

School and Parent/Guardian Satisfaction Surveys

PERT Transition Resource Specialists distributed satisfaction surveys during Report Implementation Meetings for PERT Initial Evaluation students. Of the 488 students who received this service, satisfaction survey responses were received from 175 school personnel (35% response rate) and 102 parents/guardians (20% response rate). Overwhelmingly, responses were positive. These results are summarized below:



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School Satisfaction Survey Responses (175 Total Responses) (NR = no response)

1. The PERT experience enabled the student to talk about his/her future goals?

67%	Strongly Agree	30 %	Agree	2%	Disagree	0% Strongly Disagree	0% NR
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2. PERT increased the student's awareness of his/her strengths?

63%	Strongly Agree	36%	Agree	1%	Disagree	0% Strongly Disagree	0% NR
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3. PERT enabled the student to identify his/her career goals?

59%	Strongly Agree	36 %	Agree	3%	Disagree	1% Strongly Disagree	1% NR
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4. PERT increased the student's confidence and self-esteem?

48%	Strongly Agree	42 %	Agree	5%	Disagree	1% Strongly Disagree	3% NR
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5. PERT allowed the student to explore a variety of leisure and independent living activities?

70%	Strongly Agree	28%	Agree	2%	Disagree	0% Strongly Disagree	0% NR
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6. The PERT report provided information to assist in the development of the student's transition plan?

82%	Strongly Agree	15%	Agree	1%	Disagree	0% Strongly Disagree	2% NR
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7. The PERT Report Implementation meeting allowed us time to discuss and plan for the student's future?

78%	Strongly Agree	18%	Agree	0%	Disagree	0% Strongly Disagree	3% NR
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8. PERT recommendations will be incorporated into the student's IEP?

74%	Strongly Agree	24%	Agree	1%	Disagree	0% Strongly Disagree	2% NR
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9. PERT increased the students Awareness of academic skills relevant to his/her career goals?

65%	Strongly Agree	32%	Agree	3%	Disagree	0% Strongly Disagree	0% NR
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PERT School Survey comments: There were ninety (90) general written parent comments. Of those three (3) were negative, five (5) expressed additional transition needs for the student, one (1) expressed a concern about the level of detail in behavioral data and eighty-one (81) were positive. An example of a positive school written comment was, *"The PERT staff does an exemplary job with all our students. We are fortunate to have this opportunity for our students. Thank you."*

Parent/Guardian Satisfaction Survey Responses (102 Total Responses)

1. PERT helped me talk to my child about their future?

51%	Strongly Agree	48%	Agree	0%	Disagree	0% Strongly Disagree	1% NR
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2. PERT increased my awareness of my child's abilities and strengths?

53%	Strongly Agree	45 %	Agree	2%	Disagree	0% Strongly Disagree	0% NR
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3. PERT helped my child identify his/her career goals?

39%	Strongly Agree	53 %	Agree	6%	Disagree	0% Strongly Disagree	2% NR
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4. PERT increased my child's confidence and self-esteem?

44%	Strongly Agree	49%	Agree	5%	Disagree	0%	Strongly Disagree	2%	NR
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5. PERT allowed my child to explore a variety of leisure and independent living activities?

51%	Strongly Agree	47 %	Agree	1%	Disagree	0%	Strongly Disagree	1%	NR
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6. My child described the PERT assessment process as helpful?

40%	Strongly Agree	54 %	Agree	3%	Disagree	0%	Strongly Disagree	3%	NR
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7. The PERT written report was received in time for review prior to the PERT Implementation meeting?

61%	Strongly Agree	30 %	Agree	3%	Disagree	4%	Strongly Disagree	2%	NR
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8. During the PERT Implementation meeting, the PERT report was explained to me?

66%	Strongly Agree	28%	Agree	2%	Disagree	1%	Strongly Disagree	3%	NR
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9. The PERT implementation meeting helped me to assist my child in preparing for his/her future?

52%	Strongly Agree	42%	Agree	3%	Disagree	1%	Strongly Disagree	2%	NR
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10. I would recommend the PERT program to another family?

75%	Strongly Agree	24%	Agree	0%	Disagree	0%	Strongly Disagree	1%	NR
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Parent general comments: There were forty-one (41) general written parent comments. Of those one (1) was negative, two (2) expressed a need for additional follow up at the school, one (1) expressed a concern about program policy and thirty-seven (37) were positive. An example of a positive parental written comment was, "*The PERT Program was the single most beneficial experience (student's name) has had to prepare for transition from the academic setting to his career as an adult. Thank you for all PERT does for students with disability.*"

WWRC Center Satisfaction Survey

There are 332 PERT student responses to the Center satisfaction survey. This was 81 more responses than last year. Satisfaction in all areas was positive this year.

1. The staff was helpful?

80%	Completely Agree	13 %	Somewhat Agree
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2. I got what I needed quickly enough?

54%	Completely Agree	32 %	Somewhat Agree
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3. Woodrow Wilson was a safe place?

76%	Completely Agree	16 %	Somewhat Agree
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4. The skills learned at WWRC will help me be successful in life?

68%	Completely Agree	21 %	Somewhat Agree
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5. I was involved in making choices about my program?

60%	Completely Agree	27 %	Somewhat Agree
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6. I understood what the staff was telling me?

90%	Yes	2%	No
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7. The purpose for my coming to WWRC was achieved?

62%	Completely Agree	25 %	Somewhat Agree
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8. Would you recommend WWRC to others? ?

60%	Completely Agree	20 %	Somewhat Agree
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PERT Staffing

PERT Transition Resource Specialists for each region of the state were fully staffed, as well as, the PERT Field Supervisor position. PERT regions include West Central, Southeast, Northern, Southwest, Eastern, Central and the newly formed South region which is covered by the PERT Field Service Supervisor. However, the PERT Field Services Supervisor also had to cover for extended leave situations in the West Central and Southwest regions. The Central region produced the largest percentage of PERT initial students (24.6%, n =120). Of the six main regions, excluding the new South region, the Eastern region appeared under represented (7.4%, n = 36).

Two new PERT On-site Counselors were hired and trained to cover turnover caused by the high pace of work. The PERT Director, PERT Field Services Supervisor and part-time staff also assisted with case management. The third PERT On-site Counselor position remained unfilled at this time.

The PERT Residential Dormitory full time staff position remained unfilled. Staffing gaps were covered by part-time staff.

PERT Regional Training

The PERT Field Supervisor has provided several targeted trainings with PERT Transition Resource Specialists/Field (TRS/F) and stakeholders. On November 19th, 2010 a regional Training for approximately 20 participants was held in Wakefield, VA that the Field Services Supervisor co-facilitated along with the Tidewater/Southeast TRS/F. On July 29, 2010, the Field Services Supervisor co-facilitated training for the Regional Counselors for the Deaf with the TRS/F from the Central Region. During this training on the PERT program, strategies were developed to increase deaf and hard of hearing referrals and developed strategies to increase actual attendance once a student has been referred. A facilitated discussion of transition initiatives to consider for Deaf and Hard of Hearing students on a statewide level was conducted.

Transition Academies

Three Transition Academies were completed in FY10. The students selected are usually students that would fall outside of PERT admission selection guidelines. These students would have a difficult time functioning in the campus environment in a traditional 10 day PERT program. Support on campus was provided by the local DRS counselor and a school teacher from that LEA. A level one career assessment has been performed in the field to allow the student to target areas of vocational interest. Students selected two potential vocational evaluation areas. During their three days on campus students were exposed to the WWRC intake process, participated in an orientation and campus tour, participated in a teambuilding activity, participated in two independent living assessments, participated in structured recreation activities, developed work behaviors and toured the center training areas.

Twenty-two (22) students total were served. In January, nine (9) students from Prince George and Colonial Heights participated. In April, seven (7) students participated from Petersburg, Martinsville City and Bristol. Frederick County brought seven students in June.



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Summer Assessment Academy in Fairfax

This transition effort between Fairfax schools and the Department of Rehabilitative Services (DRS) occurred in July and was designed to meet the needs of complex students. Six (6) students were targeted for this program. The students had been referred to the PERT program, and the selection team determined that the students may not be ready to attend Woodrow Wilson Rehabilitation Center residential setting for a 5-10 day Initial Evaluation Program. The PERT Night Counselor traveled to Fairfax with the Northern Region PERT Transition Resource Specialist, and the PERT Field Services Supervisor to provide services with the Manassas Vocational Evaluator, and a contracted Job Coach through DRS. This community effort provided two days of vocational assessment – interest inventories, situational assessment at the Davis Center and a community work experience based upon their interests; two days of Independent Living Assessment – developing a budget for real life situations game, cooking, kitchen safety, medication management, hygiene, self-esteem, problem-solving and hygiene assessments; and will act as a screener for the potential of additional services on-site at WWRC.



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